

**INSTRUCTIONAL LEADERSHIP FOR EXCELLENT SCHOOLS  
A SITE STUDY AT HIGH SCHOOL 1 SUKOREJO KENDAL**

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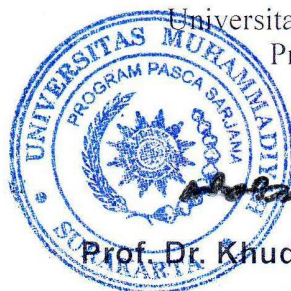
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# **INSTRUCTIONAL LEADERSHIP FOR EXCELLENT SCHOOLS**

## **A SITE STUDY AT HIGH SCHOOL 1 SUKOREJ O KENDAL**

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**Eko Purwati (Q 100 100 037)**

### **Abstract**

*This study has four purposes, to describe the characteristics of instructional relationship of principal and teacher, instructional relationship among teachers, the relationship of principal leadership, and the social relationship of excellent principal in High School 1 Sukorejo.*

*It is a qualitative research by using ethnography approach due to it is the appropriate type of research to analyze social phenomena. These findings suggest that: 1) the principal characteristics of relationships with teachers and staff focuses on four pillars- planning, organizing, actuating, and controlling abbreviated POAC; the principal coordinates all elements of POAC to create the efficiency, in accordance with the functions and duties. The Principal motivates / organizes and involves teachers in quality improvement (human resource) to enhance their professional potential by further studies to Bachelor Degree and Master Degree, joining training and seminar. 2) The relationship of a teacher with other teachers is based on the professionalism, familial and social solidarity, good background in the same or different expertise and do not consider seniority. 3) The relationship of principal leadership includes the relationship with teachers that is professional and familial, be able to accept input from teachers formally or personally, and has a conducive condition, so teachers can perform learning activities effectively and students can learn in peace. 4) The principal characteristics of social relationship include having the social competence to interact effectively with students, teachers, staff community, government at sub district level and district, as well as the committee. The principal social relationships become the key to success.*

*Keywords: Leadership, Excellent School*

### **INTRODUCTION**

In the implementation of Government Regulation Number 19 Year 2005 on National Education Standards, the government established the National Education Minister of Education by the Management Standards Unit of Primary and Secondary. Management standards in question are the national standards relating to the planning, implementation, and evaluation of educational activities at the level of the education in order to achieve efficiency and effectiveness of

education. In education, there are many issues to be resolved. Among other matters: students' motivation, quality of teaching and learning, teacher morale, facilities, financing of education, community participation, education finance, school management, classroom management and the quality of graduates. These issues need to be addressed consistently.

Law of the Republic of Indonesia Number 20 of 2003 on National Education System (Education Law) defines the function and purpose of national education should be used in developing the educational efforts in Indonesia. Article 3 of National Educational System Law says, "National Education functions to develop and shape the character and civilization of the nation's dignity in the context of the intellectual life of the nation, aimed at developing the potential of learners in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable , capable, creative, independent, and become citizens of a democratic and responsible ". National education goal is the formulation of Indonesia's human quality that must be developed by each educational unit. Therefore, the formulation of national education goals into basic education in the development of culture and national character. Education is considered as an alternative prevent education to build a new generation of better nation. As an alternative to preventive, education is expected to improve the quality of young people in various aspects that can minimize and reduce the causes of various problems of cultural and national character. It is recognized that the impact of education will look in the not immediate, but it has staying power and a strong impact on society.

Important factor in achieving success at school is located substantially on the efficiency and effectiveness of the appearance of a school principal. While the school as an educational institution in charge of organizing the educational process and the learning process in an effort to develop the intellectual life of the nation. In this case, the principal is given the task to lead the school, the principal responsibility for achieving school goals. Principals are expected to be a leader and innovator in the school. Therefore, the quality of school leadership is significant for school success.

The appearance of leadership is the principal achievement or contribution provided by the leadership of a school principal, both qualitatively and quantitatively measured in order to help achieve the school goals. Determined leadership of the principal appearances required of a chief who has it he professional skills namely: personality, basic skills, experience, training and professional knowledge and competence of the administration and supervision.

Principal professional ability as a leader in charge of education in creating a conducive teaching and learning situation, so that teachers can implement to better learning and learners can study in peace. Besides the principal is required to be able to work with his subordinates, in this case the teacher. The principal supply is too task-oriented infrastructure and lack of attention to the teacher in action, can lead to frequent dereliction of duty as a teacher and former teacher of moral values. It can foster a negative attitude from a teacher to work in schools, which in turn has implications for the successful achievement of learners.

School program aims to produce graduates of superior excellence, superior graduates were obtained from the input of learners ordinary, and then accelerated progress in school by providing instrumental input in the educational process, the result can optimize the development of such capabilities. The concept of winning at the School in accordance with the opinion Sudiyono (2008) who say that education is said to advance if there is a significant change, a change from how the condition of education into how it should go through the process, touch, methods and means. That is, said to be superior when the output of education and produce graduates who excel despite normal input learners.

Learning for school leadership excels in the study includes the relationship with the school head teachers, teachers learning relationships with teachers, principal's superior leadership and social relationships with the public school principal. It is intended to obtain study materials and a thorough in-depth research on leadership learning for school land a superior school district Sukorejo Kendal.

Learning leadership factors have a major concern affecting the students' academic results, the class must be created conducive atmosphere for learning and teaching. Leadership involves learning the various elements in the process of

learning and teaching, teachers, students, facilities, and environment all have to work to achieve the expected goal, where the role of principal as a crucial determinant of policy. Picture of the above problems, encourage researchers to conduct research for the School Leadership Learning Excellence in High School 1 Sukorejo Kendal District. With this research is expected to produce the concept further into the theory.

Learning is a combination of elements which include an element composed of human, material, facilities, equipment and procedures that affect each other to achieve the goal of learning (Hamalik, 2001:57). Learning must be managed properly so that the planned objectives can be achieved. The main task of the teacher is to create an atmosphere in the classroom for teaching and learning interactions that can motivate students to study in earnest. Learning will be effective when there is the ability to create an atmosphere conducive classroom environment where learning activities are in progress. JA Brunner suggests four main points of learning that need to be integrated in school curriculum and teaching. Four points to note are as follows: the role of experience knowledge structure, readiness to learn something, its contents and how to raise the motivation to learn.

Gestalt is the flow of learning according to teachers' efforts to provide the subject matter in such a way that people learn easy to organize (organize) into a gestalt (meaningful patterns). Learning is a process of human interactions called interaction. As a process of learning and teaching settings are not independent of the specific characteristics according to Edi Suardi are: (1) Teaching and learning has a purpose, which is to form students in a particular development, (2) There is a process of planned course of interaction, designed to achieve the intended purpose, (3) Teaching and learning activities characterized by a special cultivation of the material, (4) Characterized by the activity of students, (5) In teaching and learning activities of teachers as mentors, (6) In teaching and learning requires discipline. no time limit, (6) Evaluation, the teacher must do to find out whether or not reached a predetermined teaching goals (Djamarah and Zain,2005:46-48).

Excellent school is actually built jointly by all members of the school, not only by education authorities. In the concept of excellent schools that are currently applied, to create a high student achievement it must be well designed curriculum taught by teachers with high quality, excellent schools but the truth, excellence will be achieved if all school resources used optimally. Means the administrative staff, curriculum developers in the schools, principals, and school guards had to be actively involved. Because of all these resources will create a school climate that is able to form a school of excellence. School of excellence lies in how to design school-building schools as organizations. (Kompas, 29-4-2002,.4). (Google.com. Drs. Nurkolis, MM).

Conditions of effective learning and teaching is the students' interest and attention in learning, student involvement in learning is closely related to student characteristics, both are intelligence, talent and that is affective, such as confidence, motivation and interest. Active student learning is influenced by the interest that brought students to the lessons of a teacher. Teacher expertise in attracting and directing attention to great effect on students' learning achievement and effective teaching. The advantages are applied according to Supriyoko (1997: 6) must lie in the process and its output, it means a superior school that said students who have mediocre ability but superior to processed later gave birth to a graduate / thoroughness superior learning. To be able to make the process as a necessary means of an adequate superior leadership and professional learning, Schools in the U.S. model is defined as a superior school that is capable of processing low-grade student time to be processed into high-quality graduates (Moedjirto, 2002:3-4) so the advantage lies in the approach to education rather than on the input process is superior.

Function of leadership in education is the beginning of the planning, organization, communication, supervision and evaluation. (Ngalim: 1999). Leadership activities in the educational process in essence there are three kinds, namely: planning, implementation, and evaluation. (Nanang Fatah: 2000). Previous Research: A study of Angelle, Pamela S. (2006). *“Instructional Leadership and Monitoring: Increasing Teacher Intent to Stay Through*



*Socialization*". This study examines principal monitoring and beginning teachers' experiences through interviews. Findings indicate socializing into an ineffective school will either promulgate ineffective practices or will produce an internal conflict. At schools where principals were "all about the kids," teachers demonstrated loyalty and voiced intentions to remain in teaching due to the culture where first teaching experiences took place. The quality of the instructional leader's monitoring not only socializes the beginner into the school organization but influences the teacher's intent to stay.

The study of C. Casey & Childs. (2009). "*Teacher Education Admission Criteria as Measure of Preparedness for Teaching*." This study investigated the relationship between commonly used admission criteria, found in a one-year, post Bachelor's degree, initial, teacher education program, and the preparedness of teacher candidates in mathematics for independent teaching. The admission criteria used in this study were grade point average (GPA) and a written profile. The profile was not significantly related with either the assessment of practice teaching or preparedness. However, entering GPAs predicted only between five and 12 per cent of variance in course instructors' judgement of teacher candidates' preparedness in three of five areas: Promote Student Learning, Critical Thinking, and Use of Technology.

Research conducted by Karlene Kerfoot. PhD, RN. Cnaa. Faan entitled "*Learning Organizations Need Teachers: The Leader's Challenge*." Teaching is not a top-down phenomenon. Teaching occurs everywhere in the organization--vertically, horizontally, and diagonally. Leaders are valued for their ability to forge relationships with very diverse groups and individuals and build partnerships that are truly mutually beneficial for all. The best leaders have dirty shoulders because they are continually lifting others up.

Research conducted by Laura Van Zandt Allen, Kim K. Ruebel, Melanie W. Greene, Janet E. McDaniel, & Vikki Spencer entitled "*Putting This We Believe Into Action in Performance Based Teacher Education*!" The turn of the century brought a profound change in the accreditation of teacher preparation programs. This shift--from curriculum-based reviews to standards-based

reviews--took place in the context of the accountability movement of the late 20th century. The 21st century ushered in what many refer to as "a culture of evidence", From P-12 to higher education, providing evidence of learning and data-driven decision making became mandatory. This change has affected no group more than teacher candidates and those who prepare them. For this article, the authors describe two key assessments per standard. These range from conventional to unique and occur in university-based courses as well as field experiences. What they share is the ability to demonstrate candidate knowledge, skills, and dispositions needed for teaching young adolescents.

Research conducted by Pam Sammons, Qing Gu and Christopher Day, James Ko. (2011) entitled "Exploring the impact of school leadership on pupil outcomes: Results from a study of academically improved and effective schools in England? This study explores the impact of school leadership, particularly that of the principal (head teacher), on school improvement in England. Design/Methodological approach - The study adopted a mixed methods longitudinal design to investigate the leadership of academically effective and improving schools identified from analyses of national assessment and examination data sets. In addition, questionnaire surveys of principals and key staff and 20 qualitative school case studies were conducted. The paper reports results from the questionnaire analyses and changes in measures of school performance over three school years using data from 378 primary and 362 secondary schools. Confirmatory factor analysis and structural equation models (SEM) test direct and indirect effects of school leadership and school and classroom processes in predicting changes in schools' academic results. Findings

â€” The analyses identified robust underlying dimensions of leadership and school and classroom processes and highlighted strategies and actions that school principals and staff had adopted to raise pupil attainment. The SEM models reveal both direct and indirect effects of leadership on a range of school and classroom processes that in turn predicted changes (improvements) in schools' academic performance. Originality/value - This original empirical study presents new results on the leadership of a large sample of effective and improving primary and

secondary schools in England. A dynamic model is presented predicting changes in schools' academic performance over three years and identifying direct effects of leadership on school and classroom processes and indirect effects, on improvements in schools academic results.

Based on the above descriptions, it is known that between the previous researches with this research have similarity and difference. Both of them discussed about the leadership (principal). The previous research explores the impact of school leadership, particularly on school improvement, while this study explores the instructional leadership for excellent school. This study provides new insight to the previous researches because this study focused on the instructional leadership for excellent school. This study consists of four sub focuses: the characteristics of the instructional relationship of principal and teacher, the characteristics of instructional relationship among teachers, the characteristics of the relationship of principal leadership, and the characteristics of the social relation of excellent principal.

In accordance with the above research background, this study has a focus on *"How Learning Leadership Characteristics for School Excellence Site Studies at SMAN 1 Sukorejo District Kendal?"*. The focus is elaborated into four sub focuses such as (1) How are the characteristics of principal learning relationship with teacher and staffs at High School Sukorejo? (2) How are the characteristics of learning relationship among teachers at High School 1 Sukorejo? (3) How are the characteristics of the relationship of excellent school leadership at High School 1 Sukorejo? (4) How are the characteristics of the social relationship of principal with the surrounding community at High School 1 Sukorejo? The purposes to be achieved in this research are (1) Describing the characteristics of principal learning relationship with teacher and staffs at High School 1 Sukorejo, (2) describing the characteristics of learning relationship among teachers at High School 1 Sukorejo, (3) describing the characteristics of the relationship of excellent school leadership at High School 1 Sukorejo, (4) describing the characteristics of the social relationship of principal with the surrounding community at High School 1 Sukorejo.

The results of this study are expected to add to their repertoire of management science and science education, especially learning for school leadership excels in high school. And increase and develop the nuances of science in education and contribute to improving the quality of education which has always been ranked in the bottom of the quality of education when juxtaposed with other countries.

This study is also expected to provide information and real-life descriptions of the importance of learning leadership role in the success of the winning schools of education, so it can be used as input to improve the quality of school leadership excels in the future.

## **METHOD**

This type of study is a qualitative research, the group will be examined SMA Negeri 1 Sukorejo District and Kendal who has the specific advantage. Qualitative research aims to describe and explain as well as qualitative research focuses on analytical topics.

The purpose of qualitative research in this study in accordance with the terms of the qualitative research according to Kirk and Miller (Muhajir, 2005: 32). Qualitative research is a certain tradition in science that is fundamental depends on observations in humans in its own peculiar and connects with those people in discussion and terminology. The group observed, High School 1 Sukorejo District Kendal, an organization of upper secondary school level, has a specificity and excellence.

The research was conducted in High School I Sukorejo Kendal District. The researcher conducted a study on the grounds that the school has a good accreditation (A) and often gets a championship in non-academic areas both at academic and province District. High School 1 is located at Banaran 5 Street, Sukorejo, Kendal.

In order to obtain valid and reliable data, the researcher goes directly to the study site. The presence of researcher in conducting this research is devoted to searching for data about learning for school leadership excels in the study sites

High School 1 Sukorejo. Therefore, the position of researcher in this study as a research tool and student Spradley (as cited by Harsono, 2008: 158).

Interview is a means of re-checking or evidence or information to that obtained previously. Interview techniques used are in-depth interviews (in depth interview) is the process of obtaining the information for research purposes with her face to face debriefing between the interviewers with the interviewee. Some of the information obtained from observations is the place, the perpetrators of activities, objects, time and feelings. The reason researchers conducted observations to present a realistic picture, behaviors or events, and evaluation for the measurement of certain aspects of the feedback to make such measurements. Bungin (2007:115) "using some form of observation that can be used in qualitative research, namely participant observation, unstructured observation, and unstructured observation group".

A large number of facts and data stored in the material in the form of documentation. Most of the available data is shaped profile High School 1 Sukorejo letters, diaries, souvenirs, reports, photographs, and so forth. The main properties of this data is not limited to space and time, thus giving an opportunity for researchers to know the things that happened in the past. In detail, the documentary material is divided into several kinds of autobiography, letters, books or diaries, memorial, clipping, document, data on the server and the flash, the data stored on the website, and others.

This research model of ethnography, which is a process of thorough explanation of the complexities of group life (Sukmadinata, 2007:107), "Qualitative research is used if the problem is not obvious, to find the hidden meaning, to understand social interactions, to develop theories, to ensure the correctness data, and examine the historical development "(Yan Afriani HS, 2009), then the right is an ethnographic research design.

## **RESULT**

### **The Instructional Relationship of Principal and Teacher of High School 1 Sukorejo Kendal**

The relationship of principal with teachers includes the formal relationship, partnership and family that focuses on four pillars- planning, organizing, actuating, and controlling which are abbreviated by POAC. The principal, as the manager and organizer, performs his tasks based on the professional performance, focuses on four pillars- planning, organizing, actuating, and controlling abbreviated by POAC. Principal controls tasks of all elements that exist in High School 2 Sukorejo include: monitoring, evaluating, and guiding. It is done periodically and sustainable. The monitoring results are documented, analyzed, and followed up for improvement the quality of education. The principal motivates, organizes, and involved in the improvement of human quality that support his fields, to improve his professional potential by continuing his education from the Bachelor degree to Master Degree, following trainings, and relevant seminars. Principal seeks to create a harmonious working climate in order to support its work assignment.

### **The Instructional Relationship Among Teachers at High School 1 Sukorejo Kendal**

Teacher relationships with teachers to create a harmonious state, on the basis of professionalism, familial and social solidarity. Relationship of teacher with other teachers based on teacher's professionalism, includes the exchange of knowledge, solve difficulties faced by teachers, not distinguish seniority. While the professional competence of teacher influenced by several factors from teachers themselves, how teachers behave towards the work carried. While external factors, includes the leadership of the principal, teachers performing their duties responsibly in accordance with its mandates. Mastering the steps of research and critical reviews to add insight and in-depth knowledge / subject material.

Teacher relationships with teachers based on the spirit of kinship and social

solidarity is mutual understanding and tolerance among fellow teachers, willing to accept the opinions of fellow teachers and help each other solve problems, exchange of positive information for the advancement of learning and learning innovation program, giving praise when a teacher friend doing a good thing, as well as active communicating so as to convey the suggestion of criticism with polite and courteous language. Teachers have job satisfaction and morale to improve work performance, the principal role in creating a conducive school climate.

### **The Relationship of Principal Leadership in High School 1 Sukorejo**

Principal leadership relationship of High School 1 Sukorejo, the principal established good relationships with intern and extern school, in this sense is all the school members and community and agencies associated with the harmony between internal and external elements. Relationship of leadership with the internal of the school includes the relationship with teachers, the staff, the students, as well as High School 1 Sukorejo committee. The role of principals and teachers is an internal personnel that has a very important role in determining the success of learning, it is evident achievements both academic and non academic fields.

Relationship of leadership with extern of the school is with the relevant agencies at both district and county level and provincial level. In this case about education / health seminars, prevention and drug misuse and HIV / AID, the contests of academic and non academic, advanced study for students, teachers and staff, seminars and workshops that are relevant.

### **The Social Relationship of Excellent Principal in High School 1 Sukorejo Kendal**

Principal to establish kinship with all teachers and employees and their families by meeting once a month with the aim of creating a harmonious feeling and responsibilities. Relationship with the community and the committee established harmonious. The role of the school environment in the society if there

is an unfortunate, principals, teachers and staff participation begin so with committee of High School 1 Sukorejo to do the same. Halal Bihalal principals held for teachers and employees and their families to visit the model home with the intention of mutual friendship. No less important to the students at the beginning of school.

## **DISCUSSION**

### **The Instructional Relationship of Principal and Teacher of High School 1 Sukorejo Kendal**

Research conducted by Pamela S. Angelle (2006) with the title *"Instructional Leadership and Monitoring: Increasing Teacher Intent to Stay Through Socialization"*. The results of these studies is the "Principals should take an active role in the induction of new teachers, Including frequent discussion, monitoring, and feedback regarding Professional practice. Fulfilling the minimum requirements as mandated by the state will result in a minimally proficient staff. Principals who take seriously their role as instructional leader can do much to shape an effective staff in a school climate geared to learning ".

While the research conducted at the High School 1 Sukorejo, discusses the leadership lessons in excel school with sub focus of the relationship among principal leaderships with teachers. Of which discusses the relationship with the principal teachers include service relationships, partnerships and family that focuses on the four pillars of Planning, Organizing, Actuating and Controlling abbreviated POAC. But there is more discussed in depth in the study at SMA Negeri 1 Sukorejo ranging from Principal POAC-POAC coordinate all the elements, to create efficiency and in accordance with the functions and duties and the Principal Oversight held a job all the elements that exist in the SMA Negeri 1 Sukorejo include; monitoring, evaluation and development, the implementation is done periodically, sustainable. Monitoring results are documented, analyzed and Learning leadership in this regard the principal as an organizer or manager of education trying to run a task in a professional, a leader must truly understand the



organization he leads, is aware of the targets to be achieved, short-term goals and long term as well as its organizational structure, the principal must understand (1) a cooperative relationship between the various units (2) delegation of authority (3) attitudes, temperaments, idiosyncrasies of superiors, colleagues and subordinates, and (4) talents and shortcomings of his subordinates. principal place or give the task to the teacher in accordance with the field and competence, in professional duties and more striking in Its targets. Tasks that have been implemented, the principal conduct monitoring or supervision of teachers duties performance, professional focus is the ability of teacher supervision and implementation of the obligations and duties of teachers. Supervision carried out at regular intervals and continuous monitoring results are documented, analyzed and followed-up for quality improvement and education services.

Compared with the previous research, the study that conducted at High School 1 Sukorejo have similarities and differences . Both discuss the learning met to regroup. The second study examines the important aspects of the leadership leaming is leaming principal relationships with the teacher. This research involved in this study is the Principal, Deputy Principal, administration staff, Teachers and School Committee.

The differences are the previous study only discusses the principal active role in providing input on new teachers, the frequency of discussion, monitoring and feedback in a professional practice so as to form an effective school climate. Learning can be analyzed that the relationship with the principal and teacher at High School 1 Sukorejo, principal as manager and organizer of the performance-based professional duties , partnerships and focusing on the four pillars of family planning, organizing, actuating and controlling abbreviated POAC. All school elements except the students, the principal professional performance really understand (1) a cooperative relationship between the various units (2) delegation of authority (3) the attitude of temperament, peculiarities of subordinates. Teacher as a partner of the principal, that only delegating arbitrary things discussed or a dialogue, teachers work as partners rather than as a worker. Besides the principal family in the leadership is able to receive and give feedback

to teachers and to inspire all in an atmosphere of cooperation so as to create a harmonious climate. Principal motivation in quality improvement (SDM) to enhance their professional potential by further studies S1 to S2, following trainings, education and training, relevant seminars. Principal create a harmonious working climate in order to support its work tasks.

### **The Instructional Relationship Among Teachers at High School 1 Sukorejo Kendal**

The research of Karlene Kerfoot (2003) in an international journal, entitled "Leadership Learning Organizations Need Teachers: The Leader's Challenge" as for the results of these studies is "Appreciative relationships are two-way relationships. It Must Happen with each person in the organization, from the unit secretary to the physician on the unit to the CEO. These Kinds of relationships can Happen only when everyone is open to appreciative relationships, and the partners learn and grow from each other in appreciative inquiry."

While the research conducted at the High School 1 Sukorejo discuss the learning leadership for excels school with sub focus relationship of teacher learning with the teacher. Among them are also discussed creating a harmonious state, academic consulting each other in discussing the subject matter. Teachers interact not only with students but also by peers, in guiding students through cooperation with each other to provide input to create a harmonious learning, learners will feel the same way so that the objectives of teacher education can be reached. Relation learning with a teacher at High School 1 Sukorejo Kendal, based on professionalism, the spirit of kinship and social solidarity that is, teachers hold and maintain relationships with other teachers, both with the teacher who belongs to the same or different expertise.

Relationship among teachers based on teacher professionalism, the spirit of different maple and are not considering seniority. Thus, teachers can help each other in the face of adversity, and edify each other for the sake of progress, as well as mutual respect for each skill. Learning relationships among teachers aregl (a) academic, for example, consult each other in discussing the subject matter: (b)

referral of referral, for example, if a teacher cannot handle the learners as having psychological problems, he was referring to the teacher or expert who is more competent in dealing with these learners, e.g. counselors, psychologists, and physicians, (c) personal relationships, for example when a teacher faces the problem that cannot be solved by himself, he discussed the issue with teachers and others who can be trusted.

Teacher job satisfaction and morale to improve work performance, the principal role in creating a conducive school climate. High School 1 Sukorejo effort to develop a school climate on the basis of: measuring the extent of the relationship dimensions of involvement in school personnel such as principal, teachers and learners, mutual support and help, and the extent to which they can express their abilities freely and openly, These dimensions include the affective aspects of interaction between teachers and teachers, between teachers and staff with school principals included in this dimension include support for learners.

Compared with the previous research, the study conducted at High School 1 Sukorejo have similarities and differences. First is both discuss the leadership of learning. The second is the study examines the important aspects of the leadership of teacher learning is learning relationship with the teacher. The research that was conducted at High School 1 Sukorejo involved the Principal, Deputy Principal, Administrative Staff, and teachers.

Differences between previous research with this research are, the previous study only discuss the appreciation of a two-way, each person in the organization ranging from secretaries to managers, every member can appreciate that relationship and co-workers learn from each other and develop mutual self-disclosure.

Can be analyzed that the learning relationship among teachers at High discussing the subject matter. Teachers interact with students, with peers, relationships with teachers teaching teachers in High School 1 Sukorejo Kendal, based on professionalism, the spirit of kinship and social solidarity that is, teachers hold and maintain relationships with other teachers, both with the teacher who belongs to the same expertise as well as different and did not consider

seniority. Thus, teachers can help each other in the face of adversity, and edify each other for the sake of progress, as well as mutual respect for each skill. Teaching Relationships among teachers : (a) academic, (b) referral, (c) personal relationships, conducive school climate teachers feel comfortable working and passion to improve work performance, the involvement of principals, teachers and learners, mutual support and help , they can express their abilities freely and openly, this includes the affective aspects of interaction between teachers and teachers, between teachers and staff with school principals, including support for learners.

### **The Relationship of Principal Leadership in High School 1 Sukorejo**

Research Department for Children Schools and Families (DCSF) (2010) in an international journal, entitled "Exploring the impact of school leadership on pupil outcomes" As for the results of these studies is "It identifies the relationship Between dimensions related to school leadership and processes and Predicts changes ( improvement) in schools' academic results over three years (2003-2005) using survey data from secondary head teachers. "which means that the structural model of leadership is related to several dimensions of the relationship the school leadership in the forecast process and academic outcomes of change and improvement after a 3 years using survey data from the principals.

"School and leadership effects are shown to influence changes in schools academic outcomes via Their effects on teachers, and teaching quality and on promoting a favorable school climate and culture emphasis high expectations and academic outcomes" which means that the influence of leadership in schools and aimed to affect the output changes affect both the academic school with quality teachers and school learning and promote a comfortable climate and culture that emphasizes high expectations and academic outcomes are high.

While the research conducted at High School 1 Sukorejo discuss learning leadership at excel school sub focus principal of the relationship of leadership excellence. Among the principal to discuss the internal relations and extern.

Relationship with the internal leadership of the school with teachers, the staff, the students, as well as High School 1 Sukorejo committee, are professional and familial nature. The role of principals and teachers is an internal personnel very important role in determining the success of learning, it is evident achievements both academic and non academic fields. with the professionalism of teachers and family are not independent of the existence of human resources therein oriented, success is ill regardless of how the principal, cooperate with its members to be able to mobilize and influence, motivate members to realize and sense of responsibility to work with and will support the acceleration of productive achievement of the objectives set forth in the Vision, Mission of High School 1 Sukorejo. Characteristics of a leader willing to lifelong learning, service-oriented and bring positive energy. The principal of High School 1 Sukorejo can receive input from both teachers are officially or privately. Arguably qualified leadership, no doubt good and the bad of a school of 80% is determined by the principal. Principal is the "central" schools. Principal is the "leader of leaders" not the "leader of the followers".

Principal leadership relationships with staff, learners are professionalism and family. The success of a school of the school's commitment to be a superior indicator is the administrative staffs, teachers and principal have the resolve to a boil to make the school as a school excels in all aspects, so that all students can master the subject matter in the curriculum. Educational success is not only determined by the educational process at schools, facilities and infrastructure, but also determined by the family and the environment or society. Therefore, education is a shared responsibility between families and school communities. Relationship with the leadership of the school extern with relevant education / health seminars, preventive abuse of drug use and HIV / AID, the contests of academic and non academic, further study whether students, teachers and staff, seminars and relevant Workshop. This is an important issue facing the world of education requires a solid team work between the schools with outside parties, whether employer or public agency. Relationship with the community to the implementation of success key schooling process in a productive, efficient,

effective and managed so as to produce quality output that is intellectually, spiritually and socially.

Compared with the previous research, the study conducted at High School 1 Sukorejo have similarities and differences . First is both discuss the learning met to regroup. The second is study examined an important aspect of learning about leadership is superior principal leadership relationship. The research was conducted in High School 1 Sukorejo involved in this study is the Principal, Deputy Principal, Administrative staff, teachers and learners.

Differences are the previous study only discusses the principal active role in providing input to the teachers in improving academic outcomes and quality of learning and school climate and culture promotion.

So it can be analyzed that the relationship principal at excel High School 1 Sukorejo include internal and extern. Internal relationships with teachers, staff, students and committees with professionalism and family are not independent of the existence of human resources therein oriented, success is ill regardless of how the school principal, cooperate with its members to be able to mobilize and influence, motivate members to knowingly and sense of responsibility to work with prolific and will support the acceleration of the achievement of school goals. Chief characteristics of High School 1 Sukorejo disciplined, service oriented and bring positive energy. The principal of High School 1 Sukorejo can receive input from teachers either officially or personal nature that are positive. Arguably qualified leadership, no doubt good and the bad of a school of 80% is determined by the principal. Principal is the "central" schools. Principal is the "leader of leaders" not the "leader of the followers".

Principal leadership relationships with staff, with, the students are professionalism and family. The success of a school of the school's commitment to be a superior indicator is the administrative staff, teachers and [principals have the resolve to a boil to make the school as a school excels in all aspects, so that all students can master the subject matter in the curriculum. Educational success is not only determined by the educational process in schools, facilities and infrastructure, but also determined by the family and the environment or society.

Therefore, education is a shared responsibility between families and school communities.

Relationship with the school leadership about service will help the success of the educational process, as an aspirator, a motivator for the school will get the relevant information or knowledge to support teaching and learning process.

### **The Social Relationship of Excellent Principal in High School 1 Sukorejo Kendal**

Research conducted by Pamela S. Angelle (2006) with the title *“Instructional Leadership and Monitoring: Increasing Teacher Intent to Stay Through Socialization”*. This socialization leads to identification with the school organization, persuading the teacher to take on the school's goals and missions. The job of teaching becomes an issue of loyalty to the workplace, resulting in intent to stay in the profession.

While the research conducted at High School 1 Sukorejo discusses learning leadership at excellent school principal with sub focus of social relationships superior. Among the principal also must have the social competence, as already stated in the explanation pp no. 14 / 2005 on national education standards of social competence which is the ability of educators as part of the community to communicate orally and in writing using the information and communication technology is functionally, interact effectively with students, fellow educators, staff, parents and guardians of students hanging out in a dignified manner with the surrounding community. Government officials at the sub district and district work between the school itself with outside parties, whether employer or public agency.

Through School-Based Management, the principal social relationships with the community to be the key to success in it. And when relations with the public schools to be harmonious and dynamic nature of pedagogical, sociological and productive, it is expected that the main achievement of the implementation of the educational process at school in a productive, effective, efficient and managed so as to produce quality output that is intellectually, spiritually and socially.

Compared with the previous research studies conducted in High School 1 Sukorejo have similarities and differences with previous studies. Both discuss the learning met to regroup. The second study examines the important aspects of social relationships lead principal. The research was conducted in High School 1 Sukorejo involved in this study is the Principal, Deputy Principal, administrative staff, teachers, students and community.

Differences between previous research with research conducted in High School 1 Sukorejo, is the only previous study discusses the social leadership in school organizations, teachers can create the school's mission.

Can be analyzed so that the principal social relations excel in High School 1 Sukorejo include relation with teachers, staff, students, community, and with government agencies are professionalism and family, success is ill regardless of how the school principal, cooperate with its members to be mobilize and influence, motivate members to realize and sense of responsibility, and school purposes. Chief characteristics of High School 1 Sukorejo are disciplined, service oriented and bring positive energy. The principal of High School 1 Sukorejo can receive input from both teachers are officially or privately. Arguably qualified leadership. no doubt good and the bad of a school of 80% is determined by the principal. Principal is the "central" schools. Principal is the "leader of leaders" not the "leader of the followers of" The success of education is not only determined by the educational process in schools, facilities and infrastructure, but also determined by the family and neighborhood or community. Therefore, education is a shared responsibility of society and government schools.



## **CONCLUSION**

The instructional leadership for excellent school includes the relationship of principal and teacher, the instructional relationship among teachers' the relationship principal leadership, and the social relationship of Principal

### **1. The Instructional Relationship of Principal and Teacher at High School I Sukorejo Kendal**

The principal characteristics of relationships with teachers and staff focuses on four pillars- planning, organizing, actuating, and controlling abbreviated POAC; the principal coordinates all elements of POAC to create the efficiency, in accordance with the functions and duties. The Principal motivates / organizes and involves teachers in quality improvement (human resource) to enhance their professional potential by further studies to Bachelor Degree and Master Degree, joining training and seminar.

### **2. Instructional Relationship Among Teachers at High School 1 Sukorejo Kendal**

The relationship of a teacher with other teachers is based on the professionalism, familial and social solidarity, good background in the same or different expertise and do not consider seniority.

### **3. The Relationship of Principal Leadership at High School 1 Sukorejo Kendal**

The relationship of principal leadership includes the relationship with teachers that is professional and familial, be able to accept input from teachers formally or personally, and has a conducive condition, so teachers can perform learning activities effectively and students can learn quietly.

### **4. The Social Relationship of Excellent Principal at High School 1 Sukorejo Kendal**

The principal characteristics of social relationship include having the social competence to interact effectively with students, teachers, staff, community, government at subdistrict level and district, as well as the committee. The principal social relationships become the key to success.

## **RECOMMENDATION**

1. Principal relationships with teachers should be good cooperation to achieve effective school, have the same vision in planning a program of learning, being open to feedback and suggestions, assist teachers in solving problems related to learning, did not reprimand or scold the teacher in front of the teacher other or future students, do not argue or fight with a fierce teacher in front of students.
2. Teacher relationships with teachers to establish good working relationships between teachers so as to create a harmonious family atmosphere in support of the school program, it is necessary to mutual understanding and tolerance among fellow teachers, help each other implement the school discipline, willing to accept the opinion of fellow teachers, consistent agreement made in order to improve school quality.
3. School Leadership excellent relation with citizens is not limited to schools and related agencies, but a relationship with the alumni to support the creation of a superior school.
4. Social relationships principal superior service all parents of students who come to school with a good, regardless of status, religion, and social status.
5. Researchers that there are many studies that have not been touched in this study, therefore, for further research can enrich the study in this research.

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